



Pupils Working at Greater Depth Policy

Fairview Community Primary School

Reviewed: September 2026

Review Due: September 2027

1. Introduction

Fairview Community Primary School policies are designed to support the school ethos, aims and vision. Fairview is a positive learning community which is fully inclusive to ensure equity of opportunity for all. Our aims are outlined in our **Home School Agreement**.

Our vision:

***At Fairview, our school values underpin everything we do and are core to the ethos of our school.
Our aim is to develop a community of **creative** and **responsible** learners who not only
demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**,
and **respect** towards one another.***

We strive to achieve this vision in all that we do and staff, pupils, parents, governors and other school stakeholders are all an important part of making this happen.

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

2. Vision for pupils working at Greater Depth

We will correctly identify and monitor pupils working at greater depth across the curriculum, ensuring they are suitably challenged and supported to maximise their potential; preparing the learners of today to become the leaders of tomorrow.

3. Rationale

We believe that every individual should have an equal opportunity to develop and achieve their full potential. We believe that a pupil working at greater depth needs just as much support, guidance and encouragement as a pupil working towards the expected standard. We believe that raising the standards attained by the most able helps to create a culture of high expectations, raises the expectations of all pupils and raises the standards of the whole school.

4. Aims

The school aims to provide a broad and balanced curriculum, which is both challenging and enriching. The particular needs of pupils working at greater depth will be met through intellectual, creative or physical stimulation, and enriched curriculum opportunities, in order to develop a higher level of thinking skills.

The school aims to:

- provide a greater emphasis on creating opportunities for talents to flourish
- help pupils to be positive about attainment and achievement
- enable pupils working at greater depth to feel valued and comfortable about their ability
- to ensure staff welcome the challenges that able pupils present
- to be a school that celebrates and publicises individual and group achievement
- to be a school that engages with the parents and carers of the most able pupils, with a view to supporting and enhancing their academic journey

5. Pupil Impact & Other Outcomes

- to ensure that all pupils make the best possible progress, whatever their ability
- to encourage a greater number of pupils to move on to challenging and aspirational secondary schools
- to raise financial and economic awareness amongst pupils
- to raise the percentage of pupils achieving Greater Depth standard at the end of KS2 across a range of subjects
- to raise the percentage of pupils achieving Greater Depth in Reading, writing and maths at the end of KS2
- to raise the cultural capital experience of all pupils especially our most able learners
- to monitor the welfare of the pupil to ensure they are coping with the demands that can be associated with working at a greater depth standard

6. Application

Identification of pupils working at greater depth.

A wide range of methods will be used to identify pupils working at greater depth including:

- performance in tackling challenging work within class
- ability to demonstrate their knowledge in a wide context
- teacher observations and assessments
- use of standardised tests (Testbase across Years 1-5 three times per academic year)
- National tests (Year 1 Phonics/Multiplication Check (Year 4) and end of KS2 assessments)

We will make every effort to ensure that pupils with a high potential, but who may not be reaching that potential (slipped from their trajectory) are identified, and not simply those who are already achieving at greater depth.

Provision in the Classroom

- The curriculum provides opportunities for challenge, explanations, modelling, practice, and questioning
- Pupils working at greater depth should experience activities that promote and develop higher order thinking and problem solving skills and develop their ability to undertake more independent learning
- We recognise the importance of establishing the extent of each pupil's prior knowledge and understanding, in order to avoid unnecessary repetition of work
- A wide range of enrichment activities will be offered in the form of after school clubs, which are often very appropriate for pupils working at greater depth. This does not, however, exclude other pupils from joining these clubs or activities.

Mentoring & Pastoral Care

We recognise that children working at greater depth may have particular needs and care will be taken to ensure that they receive appropriate pastoral support.

Appropriate training is arranged for staff to ensure staff have the skills and knowledge necessary to provide high quality provision for pupils working at greater depth. Training will enable staff to produce extension or consolidation work, which develops higher order thinking skills.

Roles & Responsibilities

Class teachers and assessment lead to identify those children who are achieving Greater Depth standard.

7. Monitoring

- through lesson 'drop in' observations and learning walks
- through book looks
- through planning monitoring
- through termly discussions at Pupil Progress Meetings